

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

James J. Flynn School

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PERTH AMBOY	School: James J. Flynn Elementary School
Chief School Administrator: DR. DAVID ROMAN	Address: 850 Chamberlain Avenue
Chief School Administrator's E-mail: droman@paps.net	Grade Levels: K-4
Title I Contact: Ms. Pamela Spindel	Principal: Mr. John Cilia
Title I Contact E-mail: pamespindel@paps.net	Principal's E-mail: johncilia@paps.net
Title I Contact Phone Number: 732-376-6200	Principal's Phone Number: 732-376-6080

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

John Cilia
Principal's Name

John Cilia
Principal's Signature

6/1/15
Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had 8 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 9,664,319, which comprised 98.49 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 10,396,061, which will comprise 98.62 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
First In Math	1, 3, 4	Math Improvement	100-600	\$3,000
MyOn Reader	1, 2, 4	Literacy/Reading Improvement	100-600	\$5,000
DRA2/EDL Reading Assessments PD	1, 2	Literacy/Reading Improvement	200-300	\$10,000
NJIT Summer Program	1, 3	Math Improvement	100-100 200-100	\$5,000
Author Visits	1, 2, 4	Literacy/Reading Improvement	100-300	\$3,000
Parental Involvement Activities (Workshops, Breakfasts/Luncheons)	1, 4	Parental Involvement	200-800	\$9,000
Tutoring (LA & Math) and Enrichment Programs	1, 2, 3, 4	Literacy/Reading and Math Improvement	100-100 200-100	\$80,000
Summer Math Program	1, 3	Math Improvement	100-100 200-100	\$28,000
Summer Reading Program	1, 2	Literacy/Reading Improvement	100-100 200-100	\$28,000
Kean STEM Program	1,3	Math Improvement/Extended School Year	100-500 200-500	\$5,000

SCHOOLWIDE SUMMARY INFORMATION

G&T Consultant	1, 2,3	Literacy/Reading and Math Improvement	200-300	\$3,000
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *“The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
John F. Cilia	Principal	✓	✓		
Noemi Natal-Villegas	Vice-Principal	✓	✓		
Robyn Carrera	District Instructional Leader	✓	✓		
Tiffany Prime	Reading Specialist	✓	✓		
Ana Del Rosario	Technology Educator	✓	✓		
Kristen Leibfried	Teacher/SciP Member	✓	✓		
Jennifer Rendeiro	Crisis/Social Worker	✓	✓		
Megan Kehoe	Paraprofessional	✓	✓		
Julie Figueora	Home School Liaison	✓	✓		
Diane Stinson	Counselor	✓	✓		
Barbara Deacon	Nurse	✓	✓		
Elaine Medina	PTO-Parent	✓	✓		
Pamela Spindel	Director of Special Funded Programs	✓	✓	✓	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Jasmin Minaya	Fiscal Specialist	✓	✓	✓	
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
	James J. Flynn School					
9/10/14		Needs Assessment	X		X	
10/8/2014		Plan Development	X		X	
11/13/14		Plan Development	X		X	
12/3/14		Plan Development	X		X	
2/5/15		Program Evaluation	X		X	
3/27/15		Program Evaluation	X		X	
5/17/15		Program Evaluation	X		X	
6/3/15		Program Evaluation	X		X	

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The James J. Flynn School staff, parents, and the community will nurture in each child the ability to meet the challenges of an ever-changing world. We will enhance a child's natural curiosity and foster their love of learning through the use of meaningful and multi-sensory experiences. Our integrated curriculum, which is aligned with the Common Core Standards, will promote academic success and encourage children to attain their highest potential. We expect each child to develop into self-respecting, well-rounded, sensitive, and civic-minded individuals.

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program (For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned?

After conducting an evaluation analysis of our school-wide program, many of our strategies, initiatives, and professional development to increase student achievement and family and community involvement were implemented as planned. Throughout the school year, we used data from grade level Benchmark Assessments, DRA2 and STAR Assessments to assess our programs. The results of our state assessment will also assist us in evaluating our programs.

2. What were the strengths of the implementation process?

The strength of the implementation process was our school-wide program, which was implemented through a concerted effort by the district administrators, building administrators, certificated staff, non-certificated staff, special services staff, parents, and community members to focus on the needs of our school and students by utilizing a variety of instructional strategies, ongoing professional development, and family involvement programs. Furthermore, there was collaboration within our PLCs as we focused on curriculum, instruction and assessment. In addition, data from Benchmark Assessments and DRA2 were obtained in an efficient and timely manner to be able to diagnose students' areas of deficiencies, students in need of intervention, and to be able to utilize the data to drive instruction.

3. What implementation challenges and barriers did the school encounter?

Some of the barriers and challenges we faced during the implementation process was the limited number of additional support staff to provide additional interventions to our at-risk students. Based on the continuously increasing enrollment of students, our support staff had to be reassigned to classrooms to help minimize room capacity. Having said that, classroom sizes were still large, causing another challenge. Budget constraints also contributed to some of the challenges we faced during the implementation process. New classrooms were created which reduced our budget; therefore some of our programs, activities, and professional development were impacted in the implementation process. In addition, some staff members resisted the implementation of the new initiatives, which cause barriers at times. They perceived these initiatives as added responsibilities even though the evidence demonstrated improved student learning.

SCHOOLWIDE COMPONENT: EVALUATION

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Our strength during the implementation process was that all stakeholders were involved in the process. Feedback was provided on an on-going basis to make any adjustments necessary during the implementation. There was our constant communication amongst all stakeholders. Another strength was the support our classroom teachers received from our reading specialists as they provided their expertise on best practices in literacy instruction in order to support the Kindergarten and First grade literacy initiative. This literacy framework maximized instructional time.

Some weaknesses during the implementation process were scheduling and ensuring that all grade level teams had time to meet with their Professional Learning Communities for common planning to discuss curriculum, instruction, and assessment in the pursuit to increase student achievement. Other scheduling concerns were in implementing our pull-out tutoring program and minimizing the least amount of disruption during instructional time.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Constant communication between proactive administrators and staff to all stakeholders helped our school obtain the necessary buy-in. Staff newsletters were distributed to highlight best practices and successes taking place at the school. In addition, by providing ongoing professional development and scheduling extensive time after school to work collaboratively also contributed to the buy-in. Having “expert” staff turn-key information to their colleagues and the implementing instructional rounds/classroom visitations also was beneficial. Finally, having monthly parent-family events/activities contributed to the buy-in as well.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff’s perceptions?

Once staff was informed, everyone was eager and determined to implement our school-wide programs and activities. Staff began to host peer visitations and welcome their grade level colleagues, which helped to transform their perceptions. We conducted gallery walks to showcase and highlight successes, which contributed as well to establishing positive perceptions. When staff became aware of the benefits and the positive impact on student learning and achievement, they were optimistic, determined, and willing to implement new strategies and techniques.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community’s perceptions?

Correspondence is constantly sent out in both English and Spanish to communicate with our school community. Parents are encouraged to attend monthly PTO meetings, family events, and quarterly parent-teacher conferences to keep abreast of what is happening in our school. In

SCHOOLWIDE COMPONENT: EVALUATION

addition, parents have embraced Infinite Campus where they are able to view and monitor their child's academic progress. Furthermore, to bridge the gap between home and school, parents and staff were able to utilize the technology program such as MyON and First in Math. All of these areas creates and sustains a positive perception for our community members.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

There were a variety of methods for delivery of each program which varied depending on whether it was part of the core academic programs, professional development activities, or family involvement events. For strategies and programs implemented within our core academic programs, we mainly utilized small group instruction when it came to intervention/enrichment/tutoring. For our professional development activities, delivery was mainly small groups sessions amongst the grade level PLCs or at times whole group presentations. In addition, we conducted several peer visitations/instructional rounds to model exemplary lessons and best practices as a form of professional development. For family involvement activities, different sessions took place for different grade levels or group sessions for all grade levels.

9. How did the school structure the interventions?

Intervention takes place in the regular classroom during small group instruction. Classroom teachers differentiate within the classroom to target the needs of their learners. Intervention is embedded into the regular school day for the students that are working below grade level. Furthermore, additional tutoring takes place during the school day where individual students are pulled out from their classroom and receive supplemental instruction with the reading specialist or an assigned tutor.

10. How frequently did students receive instructional interventions?

Students receive intervention daily within their regular classroom. Teachers provide small groups instruction to remediate and target deficiencies. Students that receive additional tutoring/small group instruction from the reading specialist or tutors receive these interventions anywhere from 3-5 times a week. In addition, with our literacy framework for instruction, intervention time is embedded daily for the teachers to provide small group intervention. At the end of certain timeframes, the students were assessed and intervention groups were revised as necessary.

11. What technologies did the school use to support the program?

This year our school was fortunate enough to extend our school technologies by equipping each room with an interactive projector, document cameras, and media podiums which included iPads, iTouches, and MacBook's. All of our third and fourth grade students have a Chrome Book as their one-to-one devices. The students have been using their one-to-one devices to supplement their initial instruction in the classroom.

SCHOOLWIDE COMPONENT: EVALUATION

12. Did the technology contribute to the success of the program, and if so, how?

The technology did contribute to the success of the program. Today, with teaching the iGeneration, students connect to technology and it makes learning meaningful and motivational. All of the technology was engaging and enhanced student learning. It also prepared our third and fourth grade students for the State PARCC assessment.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	103	N/A	Students received intensive intervention in Language Arts Literacy by being placed in grade-level Bridge Classrooms with two teachers or a reduced-size class, small-group instruction/flexible grouping by classroom teacher, Reading Specialists and/or ESL Teachers, and/or additional small-group pull-out tutoring within the school day. Modeling by Reading Specialists was also provided. Peer visitations to model exemplary lessons and best practices were implemented at each grade level. Grade level common assessments, data collection, differentiated instruction, and technology integration.	Although some gains were noted, due to regression in academics during the summer and students entering our school below grade level, the interventions did not prove to be as successful as anticipated.
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	56	N/A	Students received intensive intervention in Mathematics by being placed in grade-level Bridge Classrooms with two teachers, small-group differentiated instruction in the classroom, and/or additional small-group pull-out tutoring within the school day. Grade level common assessments, data collection, differentiated instruction, and technology integration.	Although some gains were noted, due to regression in academics during the summer and students entering our school below grade level, the interventions did not prove to be as successful as anticipated.
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received. *Information is based on third benchmark

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Kindergarten	30	41	Students received intensive intervention in Language Arts Literacy by small-group instruction/flexible grouping by classroom teacher, Reading Specialists and/or ESL Teachers, and/or additional small-group pull-out tutoring within the school day. Teachers conduct small group instruction in their classroom during literacy instructional time.	STAR Assessment and DRA2 provided immediate feedback to inform teachers which skills students were lacking to meet grade level standards and expectations. Furthermore, these assessments helped to ascertain students' independent reading levels in order to be able to provide appropriate instruction. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by reading specialist and tutors increased student proficiency.
Grade 1	36	36	Students received intensive intervention in Language Arts Literacy by being placed in grade-level Bridge Classrooms with two teachers or reduced-size classroom, small-group instruction/flexible groups by classroom teacher, Reading Specialists and/or ESL Teachers, and/or additional small-group pull-out tutoring within the school day.	
Grade 2	72	81	Students received intervention in Language Arts Literacy by being placed in grade-level Bridge Classrooms with two teachers or reduced-size classroom, small-group instruction/flexible grouping by classroom teacher, Reading Specialists and/or ESL Teachers, and/or additional small-group pull-out tutoring within the school day. Intervention time is embedded into their daily schedule.	
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.
Kindergarten	17	24	Small group instruction, differentiated instruction, modeling, math centers, use of manipulatives, technology	STAR Math in first and second grade provided immediate data to inform teachers of skills students were lacking to meet grade level expectations. This provided teachers with information to be able to remediate instructions. Furthermore, multiple common assessments were developmentally appropriate and aligned to the Common Core State Standards. This provided sufficient data to be able to target the deficiencies. However, language and vocabulary is still a barrier for our students. Since many of the students are reading below grade level, they have difficulty with the reading in math. Interventions took place within the classroom. There was no additional pull-out for supplemental math instruction, which may have resulted in a lack of proficiency.
Grade 1	45	25		
Grade 2	55	98		
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Literacy Instruction & Best Practices	YES	Benchmark Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, DRA2 Assessments, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, MYON Reader Data Reports, Performance Matters Data Reports, Infinite Campus Reports	<ul style="list-style-type: none"> • DRA2 Results • Benchmark scores • Progress reports • Report cards • Star Assessment Results
ELA & Math	Students with Disabilities Homeless Migrant ELLs	Differentiated Instruction	YES	Benchmark Grade Level Assessments, Formative and Summative Classroom Assessments, Unit tests, STAR Reading and Math Assessment, Portfolios, Math Prerequisite Assessments, Writing Samples, Word Inventories, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records,	

SCHOOLWIDE COMPONENT: EVALUATION

	Economically Disadvantaged			Evidence of Workstations and learning centers, Variety of student tasks, Conference Log Sheets, Lesson Plans	
1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Brain Based Learning/ Teaching Strategies	YES	Evidence of Brain Based Learning Techniques, Multi-Sensory Tasks, PARCC, Benchmark Grade Level Assessments , Formative and Summative Classroom Assessments, Unit tests, STAR Reading and Math Assessment, Portfolios, Math Prerequisite Assessments, Reading Placement Test, Writing Samples, Word Analysis Inventory, Writing Assessments, Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Lesson Plans	<ul style="list-style-type: none"> • DRA2 Results • Benchmark scores • Progress reports • Report cards • Star Assessment Results
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically	Phonemic Awareness	YES	Implementation of Reading Horizons, Reading Horizons Online Program- Pre and Post Tests, Chapter Tests, Reading Levels, Common Grade Level Assessments, Daily Formative Assessments, Unit tests, STAR Reading Assessment, Writing Samples, Word Analysis Inventory, Writing Assessments, and Running Records, Independent Reading Logs, Program Usage Data, Level of Materials Implementation, Level of Technology	

SCHOOLWIDE COMPONENT: EVALUATION

	Disadvantaged			Integration, Teacher Observation/Anecdotal Records, Lesson Plans	
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1 Content	2 Group	3 Interventions	4 Effectiv e Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Professional Learning Communities	YES	Multiple sources of Student Data, Evidence of student interventions and enrichments, PLC Minutes and Sign-In Sheets, Curriculum Mapping, Common Assessments, increased academic gains in all subject areas, Questionnaires and Surveys	In June 2015, the 3 rd and 4 th grade school wide population of James J. Flynn School will meet the annual progress target of 65.1% in Language Arts Literacy, as defined by the NJDOE. In June 2015, the 3 rd and 4 th grade Special Education population of James J. Flynn School will meet the annual progress target of 49.7% in Language Arts Literacy, as defined by the NJDOE.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Grade Level Benchmark Assessments/ Data Analysis	YES	Multiple sources of student data, Data reports from Performance Matters indicating levels of proficiency, Item Analysis Reports, PLC Minutes	In June 2015, the 3 rd and 4 th grade Limited English Proficient population of James J. Flynn School will meet the annual progress target of 53.8% in Language Arts Literacy, as defined by the NJDOE.
ELA	Students with Disabilities Homeless Migrant	Thematic Literacy Instruction	YES	NJASK 3 & 4, Benchmark Level Assessments, Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Portfolios, Writing Samples,	In June 2015, the 3 rd and 4 th grade economically disadvantaged population of James J. Flynn School will meet the annual progress target of 65.1% in Language Arts Literacy, as

SCHOOLWIDE COMPONENT: EVALUATION

	ELLs Economically Disadvantaged			Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans	defined by the NJDOE. In June 2015, the 3 rd and 4 th grade Hispanic population of James J. Flynn School will meet the annual progress target of 64.6% in Language Arts Literacy, as defined by the NJDOE
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1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Writer's Workshop	YES	NJASK 3 & 4, Benchmark Grade Level Assessments , Classroom Assessments, Unit tests, STAR Reading, Portfolios, Guided Reading Groups, Evidence in Lesson Plans, Reading Placement Test, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	In June 2015, the 3 rd and 4 th grade School wide population of James J. Flynn School will meet the annual progress target of 74.0% in Mathematics, as defined by the NJDOE.
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Literacy Workstations/ Centers	YES		In June 2015, the 3 rd and 4 th grade Special Education population of James J. Flynn School will meet the annual progress target of 55.8% in Mathematics, as defined by the NJDOE.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Peer Visitations	YES		In June 2014, the 3 rd and 4 th grade Limited English Proficient population of James J. Flynn School will meet the annual progress target of 62.0% in Mathematics, as defined by the NJDOE.
ELA	Students with Disabilities Homeless	MYON Reader,	YES	MYON Reader Data Reports, Student Lexile/DRA2/EDL	

SCHOOLWIDE COMPONENT: EVALUATION

	Migrant ELLs Economically Disadvantaged	Online Digital Library		Reading Levels, Book Usage Reports, NJASK 3 & 4, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Running Records, Program Usage Data, Level of Implementation, Level of Technology Integration	<p>In June 2014, the 3rd and 4th grade economically disadvantaged population of James J. Flynn School will meet the annual progress target of 74.6% in Mathematics as defined by the NJDOE.</p> <p>In June 2014, the 3rd and 4th grade Hispanic population of James J. Flynn School will meet the annual progress target of 73.8% in Mathematics, as defined by the NJDOE</p>
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SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Technology- Student One to One Device	YES	Program Usage Data, MYON Reader Data Reports, Student Lexile Reading Levels, Book Usage Reports, NJASK 3 & 4, Common Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading and Math Assessment, Running Records, Level of Implementation, Level of Technology Integration, Program Data and Usage Reports	<ul style="list-style-type: none"> • DRA2 Results • Benchmark scores • Progress reports • Report cards • Star Assessment Results
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Math Stations	YES	NJASK 3 & 4, Benchmark Grade Level Assessments, Formative and Summative Classroom Assessments, Unit tests, STAR MATH Assessment, Portfolios, Level of Materials Implementation, Level of Technology Integration, Variety of student tasks, Lesson Plans	
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Technology Integration – Bright Links System, Smartboard, iPads, iTouches, Mac Books	YES	Program Usage Data, MYON Reader Data Reports, Student Lexile Reading Levels/DRA, Book Usage Reports, NJASK 3 & 4, Common Grade Level Assessments, Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Running Records, Level of Implementation, Level of Technology Integration, Lesson Plans	

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Guided Reading Groups, Flexible Grouping	YES	NJASK 3 & 4, Common Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans	<ul style="list-style-type: none"> • DRA2 Results • Benchmark scores • Progress reports • Report cards • Star Assessment Results
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Leveled Readers/Book Room- Non Fiction Text	YES		
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Bloom's Taxonomy/Use of Higher Order Thinking Skills	YES		

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Bridge Program	YES	NJASK 3 & 4, Common Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans	
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Reading Specialists (General, Bilingual and Special Education): Model Lessons	YES		
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Parent Workshops	YES	Attendance Sheets, Evaluations, Parent Surveys, Report Cards, NJASK 3 & 4, Classroom Assessments, Common Assessments, Parent Communication Logs	<ul style="list-style-type: none"> Parent Sign-In Sheets

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Increase use of informational text/Close Reads	YES	NJASK 3 & 4, Common Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans	<ul style="list-style-type: none"> • DRA2 Results • Benchmark scores • Progress reports • Report cards • Star Assessment Results
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Increase student engagement	YES		

SCHOOLWIDE COMPONENT: EVALUATION

Extended Day/Year Interventions Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Tutoring Embedded During the School Day	YES	Attendance Sheets, Tutoring Logs, Pre-Post Assessments, STAR Reading Assessment, Lexile Level/DRA Level, MYON Data Reports, Benchmark Assessments, Unit Assessments, Classroom Formative and Summative Assessments, Conference Logs, Anecdotal Records, Teacher Observation	<ul style="list-style-type: none"> • DRA2/EDL Results • Benchmark scores • Progress reports • Report cards • Star Assessment Results • PARCC Results

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Curriculum/Comm on Core Standards	Yes	Administrative Observations, Grade Level Benchmark Assessments, Classroom Assessments (formative and summative), Data Reports from Performance Matters, DRA/Independent Reading Levels, STAR Reading Assessment Data, Student Report Card Grades, Teacher Lesson Plan Books, NJASK 3 & 4,	
		Professional Learning Communities	Yes		
		MYON Reader, Online Digital Library	Yes		
		Literacy Workstations and	Yes		

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
		Thematic Units		Teacher Evaluations, surveys, Teacher Student Growth Objectives, PLC Minutes, MY Learning Plan	
		Instructional Rounds/Peer Visitations	Yes		
		Higher Order Thinking/Questioni ng Strategies	Yes		
		STAR Assessment: Renaissance Learning	Yes		
		PARCC Implementation/ Strategies	Yes	Teacher Lesson Plan Books, Teacher Evaluations, Usage reports from Measuring Up Live, PLC Minutes, Teacher Surveys	
		Framework for Effective Teaching: Danielson Model	Yes	Teacher Formative Evaluations, Teacher Summative Evaluations, Summative Ratings, Teacher Surveys	Annual Review/ Summative Ratings

SCHOOLWIDE COMPONENT: EVALUATION

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	1 Strategy	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Parent Information Nights	Yes	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	At least 70% of the parents perceived that the Family Nights allowed them to socialize with their children and teachers and they enjoyed attending them.
		Family Literacy	Yes	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	
		Language Assistant for Parents: Translators	Yes	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	At least 70% of the parents attending school activities and functions perceived that the translating of information was effective and useful.
		Testing Strategies Workshop	Yes	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	At least 70% of the parents perceived that the workshops and information nights allowed them to be informed of their child's education and ways to bridge the gap from school to home.
		PARCC Information Session	Yes	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	
	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Family Fitness	Yes	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

John Cilia	John Cilia	6/1/15
Principal's Name	Principal's Signature	Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . ”

2015-2016 Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2015-2016 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Language Arts Benchmark Assessments, Quick Checks, STAR Assessment, DRA2/EDL Assessment Classroom Assessments, Pre-Post Tests, Reading Conferences Logs, MyON Reader Reports	Collectively, these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction. STAR Reading will be administered quarterly to provide grade level equivalency information and diagnostic information to be utilized in designing reading instruction and implementation.
Academic Achievement - Writing	Language Arts Benchmark Assessments, Quick Checks, Daily Journal Writing, Pre-Post Tests, Writing Conference Logs, Use of Scoring Rubrics	Collectively, these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Academic Achievement - Mathematics	Mathematics Benchmark Assessments, Classroom Assessments, Formative Assessments, Math Journals, Quick Checks, Calendar Math assessments, Math portfolios, STAR Math Assessment	Collectively, these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction. STAR Math will be administered quarterly to provide grade level equivalency information and diagnostic information to be utilized in designing math instruction and implementation.
Family and Community Engagement	Parent Surveys, Family Literacy Nights Attendance Sheets, PTO Meetings Attendance Sheets, PTO Night Activities, Parent/Teacher Conferences, Usage reports from Infinite Campus	These measures indicate the amount of parent participation. They identify the needs of the parents and the parents’ concerns and impressions of what is taking place at the school level. In addition, they measure the success of the programs that are offered to the parents and allow them to make suggestions.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	Professional Development Survey, Staff Evaluation Sheets, teacher observations/evaluations, Instructional Rounds, Peer Visitations, Small Group	These measures indicate what professional development the teachers feel they need and what areas in which they would like to focus. They give each staff member's perception on the usefulness and effectiveness of the professional development given. Teacher observations/evaluations reflect if the initiatives / strategies presented in workshops are being effectively applied in the classroom or if more professional development is needed and in what areas.
Homeless	Language Arts and Mathematics Benchmark Assessments, teacher made formative and summative assessments, quarterly grades, STAR Reading and Math, DRA2/EDL, NJACCESS	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/areas that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.
Students with Disabilities	Language Arts and Mathematics Benchmark Assessments, teacher made formative and summative assessments, quarterly grades, portfolios, logs, STAR Reading and Math, NJACCESS	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/areas that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.
English Language Learners	Language Arts and Mathematics Benchmark Assessments, teacher made formative and summative assessments, quarterly grades, portfolios, logs, STAR Reading and Math, DRA2/EDL, NJACCESS	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/areas that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.
Economically Disadvantaged	Language Arts and Mathematics Benchmark Assessments, teacher made formative and summative assessments, quarterly grades, Logs, Portfolios, STAR Reading and Math, DRA2/EDL NJACCESS	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/areas that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.
School Climate and Culture	Administrative Evaluation Report,	The June Survey allows teachers to provide insight as to the

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Building Climate Survey, Annual Conference, Principal's Professional Improvement Plan, Year End Administrator's Report to the Superintendent	implementation and effectiveness of school initiatives/programs. In addition, teachers provide suggestions as to how these initiatives/programs can be improved or modified
Leadership	Observations, Evaluations, Instructional Rounds, Walk-Throughs, Review of Lesson Plan books, "The New Jersey Model for Identifying Highly Qualified Teachers" and The New Jersey Highly Qualified Teacher Identification Form and PD book – A Framework for Teaching - by Charlotte Danielson	The Superintendent meets with the Principal on a monthly basis to discuss goals and objectives for the school year. This discussion includes the Principal's Professional Improvement Plan and professional development needs. In addition, the Superintendent evaluates the Principals in the areas of Planning / Management / Assessment of Student Achievement, School Climate, Curriculum Implementation & Monitoring, Professionalism / Professional Growth, Supervision / Program Administration and Community Relations.
School-Based Youth Services	Tutoring program, gifted and talented program, Counseling Groups, Extended school year, YMCA, Pre and Post Assessments	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/areas that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies. *Report to outside community agencies. Use of building only

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Narrative

1. What process did the school use to conduct its needs assessment?

The James J. Flynn Elementary School will continue to raise achievement levels while meeting the Common Core Standards through the implementation of a comprehensive school program and collaboration among school, parents, and the community. Our school staff has benefited from the teamwork, planning, and emphasis on skill building from the previous Comer Whole School Reform Model as well as Cambridge Education, which has helped to facilitate Professional Learning Communities and developing common assessments. We have learned to use this to facilitate change in our school. For example, based on our initial needs assessment, committees were formed and programs were implemented to assist us in reaching our goals and objectives. Research has shown when parents, community members and the school work together this collaboration can only benefit the child in a holistic manner. Furthermore, developing Professional Learning Communities amongst our staff to collaborate, plan, and develop instructional strategies and assessments will lead to increased student achievement.

The highest priority of the James J. Flynn Elementary School community is to ensure that all students learn. To that end, the staff works diligently to provide instruction that addresses the Common Core Standards in all content areas. Unfortunately, an achievement gap exists for some students when they enter the James J. Flynn Elementary School. The implementation of a comprehensive school plan that includes collaboration of staff, parents and the community is instrumental in closing that achievement gap for our students during their time in our school.

To achieve this goal for our students, all stakeholders within the school community collaborate to effect change. The highly qualified staff at the James J. Flynn Elementary School identifies and assesses the needs of our students. Strategic planning takes place to meet those needs while aligning classroom instruction to the standards. The teachers are provided with staff development opportunities, as well as needed resources to support instruction and assist them in reaching our goals. It is our hope that these efforts will lead our students to successful performance on the PARCC Assessment in Mathematics and Language Arts/Literacy (LAL).

The James J. Flynn Elementary School analyzes data received from various sources, such as the NJASK 3&4, STAR Assessments, Benchmark Grade- Level Assessments, classroom formative and summative assessments, unit tests, baseline inventories, writing samples, portfolios, student conference logs, word analysis inventories, running records and Independent Reading Levels as determined by STAR and Developmental Reading Assessment (DRA2/EDL). This data is aggregated based on the total population of our students as well as the subgroups defined by the NJ Department of Education. This data is distributed to all of our staff throughout the school year. The school administration and teachers continuously review and discuss the data during our Professional Learning Communities, grade level meetings, articulation meetings and faculty meetings. Grade level benchmark assessments in both language arts and math have been developed. After the common assessments are administered and evaluated, the intervention teachers help identify the students who need more support and target the areas of deficiencies as addressed in the common assessments. The tutors provide intensive, small group, targeted, diagnostic, and individualized language arts/reading instruction concentrating on the standards not mastered in the common formative assessments. The classroom teachers provide initial language arts/reading instruction to the reduced number of remaining students at this time. These formative common assessments are on-going thus providing the students the opportunity to receive intervention based on their individual needs throughout the school year.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Teachers and parents meet to discuss and assess the needs of our students. These meetings encompass all the issues confronting our students whether they are instructional or social. Teachers and parents meet in committees, Back to School Nights, Conference Nights, School Spirit Committee, PTO Meeting Nights and the Instructional/Articulation Committee facilitated by school administration and staff. All teachers meet for common grade level meetings, cross grade level articulation meetings, Principal's meetings, Supervisors' meetings, as needed, and faculty meetings. Academic achievement, assessment results, teaching techniques, promotion, retention decisions, and at-risk behaviors are discussed at these on-going meetings and students' needs are identified. Formal, as well as informal, surveys are conducted to provide input and to modify the learning environment within the school. Modifications in teaching strategies are implemented when necessary to improve the instruction of the students. In addition, changes within the school environment are implemented to improve and limit at-risk behaviors.

Students will acquire knowledge and skills through advanced technologies and varied research-based instructional strategies that provide optimal opportunities for progress. We will continue to promote on-going professional growth and collaboration among fellow colleagues on the best research-based teaching practices and strategies. All stakeholders will collectively share the responsibility of planning and implementing goals to ensure a safe, secure, and supportive environment in which students will be motivated and will learn.

The school utilizes a collaborative approach to develop and implement the parent involvement action plan and parent compact. The School Leadership Council, Home-School Liaison and PTO are primarily responsible for coordinating, implementing and evaluating these activities. Parental input is obtained through parent participation on these committees as well as verbal and written assessments of parent needs, interests and concerns. The school employs a full-time home-school liaison who is responsible for ensuring the effective delivery of programs and services in the community relevant to family needs, and the development of strategies to continually assess parent and staff needs as related to parent involvement programs and practices.

The Crisis Counselor ensures that parents play an active role in meeting their child's psychological, social, ethical and educational needs, and to facilitate participation in school activities, organizations, committees and school functions. The Crisis Counselor works closely with students, providing individual and group counseling. The Crisis Counselor works in conjunction with staff members to provide needy students and their families with specific aids to meet their needs.

The School has one counselor who provides services to our students and their families. The counselor works to promote healthy growth in students through academic, personal and social development. The counselor works with the principal, teachers, nurses and community agencies to assess student needs and to develop a plan of action to help individual students.

The home-school liaison collaborates with the PTO, Home School Connection Committee, and staff to provide workshops for the parents. The home-school liaison encourages the parents to become active members of the school community. PTO meetings are held monthly.

Parents are encouraged to attend monthly family nights, which provide the parents the opportunity to come to school and do a fun activity with their children. Some of these activities were **Family Literacy Nights**, in which parents work with their children on literacy activities that they can bring into the home, **Family Math Nights**, in which parents and their children engage in math activities that they can bring into the home, and **Family Fitness Night**, in which parents have the opportunity to work out and exercise with their children.

Parents are also encouraged to attend special yearly events such as Back-to-School Night, American Education Week Visits, and other school programs. To increase students' academic achievement, we offer our parents monthly workshops both during the day and evening on strategies that they use at home to help their children. Some of these workshops provided information on testing skills and strategies that the parents can

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

use at home to help their children on the state and district assessments. Some of the other topics discussed were discipline at home, home management skills, bullying, and community services. These workshops help connect our parental involvement with the priority problems we have identified.

The James J. Flynn Elementary School has a school nurse who plays a vital role in assisting our families by finding organizations that meet their health care needs. The nurse accesses the physical needs of the students through various screening programs such as vision, hearing, scoliosis, height, weight and dental. The nurse also promotes good health awareness through various programs such as parent education, nutrition and summer safety activities. One particular program that has been instituted as a response to the national crisis concerning children and obesity is the Kid Fit Program. Kid Fit is a program that helps our students make the connection between physical activity and weight management. The staff also offers guidance on the selection of healthier foods. In addition, parents are working with the staff to improve the nutritional value of the school lunches.

Communication between the home and school is of utmost importance. Communication with the home is maintained through the use of district and school websites, emails, Channel 34, and other correspondence that are distributed in both English and Spanish. Report cards, test scores and other important information are distributed in both languages when possible. Parents are also kept abreast of the students' academic performances at parent/teacher conferences. It is important to provide parents with information on the child's strengths and weaknesses and to encourage their assistance in providing their children support at home. In addition, Infinite Campus Parent Portal was released in the winter for parents to gain access to their child's grades immediately upon being posted by classroom teacher. This allows students to have constant access to their child's academic progress in class.

The causes of our selected priority problem are multi-faceted. As an urban school, it is quite evident that our students face cultural and language barriers at home which cannot reinforce and support English language learning and academics. Data gathered through a parent survey through the Rutgers' research study indicated that further delays in development exist for our students in the areas of academics and home literacy experiences that place them at a great disadvantage when compared to their peers nationwide. "Nearly two-thirds of the children do not know their basic colors, seventy-nine percent (79%) do not know most letters, and seventy-six percent (76%) cannot count to 20. Fifty percent (50%) of the homes have fewer than 10 books and nearly a quarter of the children are never read to at home. On average, our students fall approximately four (4) months behind academically and one and one half (1 1/2) years behind in communication skills. Nineteen percent (19%) of the mothers have less than a ninth grade education" (Center for Early Education, Rutgers). Based on this startling information, it is quite clear that our school faces an extraordinary task in educating the children who walk through our doors.

2. What process did the school use to collect and compile data for student subgroups?

Various assessments are used to assess student progress, they include:

- Previous NJASK 3 & 4
- ELA & Math Benchmark Grade Level Assessments
- DRA2/EDL
- STAR Reading Assessment

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

- STAR Math Assessment
- Independent Reading Levels as determined by STAR/;Developmental Reading Assessment (DRA)/EDL
- ACCESS
- Key Math Diagnostic Assessments (as needed)
- Anchor Papers for Writing
- Word Analysis Inventory
- Running Records
- Classroom Formative and Summative Assessments
- Anecdotal Records/Student Conference Logs
- Student Portfolio
- Item Analysis Reports from Performance Matters
-

The data from these assessments are aggregated based on the total population of our students, as well as, the subgroups defined by the NJ Department of Education. This data is distributed to all staff members throughout the school year. The school administration and teachers continuously review and discuss the test results at curriculum and assessment committee meetings, grade level meetings, articulation meetings and faculty meetings. Instructional practices are modified to meet the needs of the students in the subgroups.

At the James J. Flynn Elementary School, common grade level assessments in both language arts and math are developed and administered. After the formative common assessments are administered and evaluated, the classroom teachers and the intervention teachers help identify the areas of deficiencies and plan how to refine instruction to scaffold or enrich student understanding and identify the needs as a grade level. The students who need more support receive additional time with the Intervention Teachers, ESL Teachers, and/or Reading Specialists. The support staff takes the identified children in small groups to remediate instruction. The classroom teachers provide enrichment to the remaining students at this time. These formative common assessments are on-going thus providing the students the opportunity to receive intervention based on their individual needs throughout the school year.

Performance Matters integrates the complexities of each State's accountability system with the high stakes test scores so they can easily evaluate the performance against state standards at any level; student, subgroup, school, district and so on. Leading indicators include a host of data that is accumulated during the course of the current school year. Performance Matters has integrated a broad portfolio of reports for many different assessment instruments including Common Grade Level Assessments and Star Reading and Math.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹

The district and national assessments are utilized to ensure that the data in the needs assessment process are valid and reliable. PARCC and NJASK are criterion-referenced tests and STAR Reading and Math Assessments are norm-referenced test that are administered in the appropriate grade levels, which provides diagnostic information. STAR Reading and Math are comprised of research-based test items which meet the highest standards for reliability and validity. The assessments use computer-adaptive technology and extensive item calibration to give an accurate window into each student's academic progress. In addition, Benchmark Grade-Level Assessments are administered to determine student progress toward achieving the CCSS. Running Records and DRA2/EDL are administered on an on-going basis to determine reading comprehension and fluency. Math Assessments are utilized that monitor the skills mastered during the school year. The NJ Holistic Scoring rubrics are used for writing and reading. Anchor papers have been developed from the students' writings based on the state rubric. The anchor papers are used as a standard of good writing and are used to model and improve student writing.

4. What did the data analysis reveal regarding classroom instruction?

Data acquired through analysis of all student assessments revealed the weaknesses and strengths of all the students. Teachers worked in PLCs/grade level teams to compare student results. Best practices for the teaching of specific skills that have been proven difficult for the students were identified. Teachers observed colleagues using these effective strategies that they in turn used to instruct their own students. Data results were reviewed by reading specialists, intervention teachers, and ELL teachers. The specialists modeled lessons and provided resources to the classroom teachers. Intervention teachers reviewed data results and collaborated with classroom teachers to provide individual or groups of students the instruction in the skills that they lacked or excelled in. In addition, teachers use workstations in all content areas to reinforce skills previously taught.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Upon analyzing student data and data collected as discussed previously, the professional development received by our teachers is outstanding; however an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS

¹ Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

that are assessed by the PARCC. This realization will not keep us from continuing to provide our teachers with top-notch professional development and striving to ascertain that all students learn.

The following is a list of existing professional development that will be reinforced and offered to our new teachers to the district and additional professional development that will be provided to staff during the 2015-2016 school year:

- Professional Learning Communities
- Newly Adopted Language Arts Program/Curriculum/Common Core Standards
- PARCC
- Best Practices in Literacy Instruction
- Brain Based Learning and Strategies
- Benchmark Assessments
- Bloom's Taxonomy/Questioning Strategies
- Math Work Stations
- Student Discourse in the Classroom
- Technology Integration
- STAR Assessment/Data Analysis
- Infinite Campus- Student Information System
- Running Records/DRA2/EDL (Developmental Reading Assessment: English and Spanish)
- Technology integration and SMART Board, iPads, iTouches, MacBooks, BrightLinks
- Harassment, Intimidation, and Bullying Workshops
- Suicide Prevention
- Gang Awareness
- Math Instructional Strategies
- Literacy through modeling by specialist
- Differentiated Instruction/Enrichment & Intervention Activities
- Mentoring Workshop / Mentoring Refresher Workshop
- Charlotte Danielson's Framework for Effective Teaching

We have focused on teachers learning together, concentrating on the Common Core State Standards, and using data to measure student progress toward student standards and designing cohesive instruction. Common planning time has been built into the daily schedules to afford the teachers the opportunity to collaborate and plan for individual grade levels. The district has also initiated frequent meetings for cross-grade articulation. Principals meetings have been established in each of the elementary schools and each school uses this time to meet their individual school needs. This time is also utilized to allow staff members to turn-key information acquired from their attendance at out-of-district Staff

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Development. The district has also initiated Supervisors' meetings. This time is used for articulation, presentations of ideas, and presentations from the supervisors regarding district initiatives.

6. How does the school identify educationally at-risk students in a timely manner?

Students' academic deficiencies will be addressed immediately through the use of STAR Assessment screenings in both Math and Reading and common grade level assessments, as per the district and school calendar, in math and language arts. STAR provides immediate feedback of students who are in need of urgent intervention and/or intervention based on their score. Common grade level assessments will identify students' academic deficiencies throughout the school year. After each assessment, teachers will identify the at-risk students. These students will receive a period of intervention/tutoring (during the instructional day) to work on the standards and skills not mastered.

At-risk students are also identified at the end of the school year when all assessment data has been analyzed and reviewed. Administrators, teachers, and support staff determine the students who are in need of additional assistance, as well as, identify the lowest 20% of at risk students using the assessment data. Intervention, through after school programs, is provided for these students at the start of the new school year. The students identified include:

- a. NCLB subgroups below AYP
- b. Students just below proficiency
- c. Lowest 20% of students

In addition, at the James J. Flynn Elementary School, common grade level assessments in both language arts and math are used. After the formative common assessments are administered and evaluated, the intervention teachers help identify the students who need more support and to remediate instruction.

7. How does the school provide effective interventions to educationally at-risk students?

The intervention teachers, reading specialists, and ELL teachers provide intensive, small group, targeted, diagnostic, individualized language arts/reading instruction concentrating on the standards not mastered in the common formative assessments. The classroom teachers provide initial language arts/reading instruction to the reduced number of remaining students at this time. Classroom teachers work with small groups to differentiate reading and math instruction. In addition, classroom teachers are available to provide tutoring during the school day. These common assessments are on-going thus providing the students the opportunity to receive intervention based on their individual needs throughout the school year. Small group / individualized tutoring during the school day and the opportunity to attend the after school program for assistance in literacy and mathematics is also available for our at-risk population.

8. How does the school address the needs of migrant students?

Not Applicable

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

9. How does the school address the needs of homeless students?

The district is part of the tri-county region (Ocean, Monmouth and Middlesex) established by Trenton to coordinate and facilitate the guidelines of the McKinney-Vento Education of Homeless Children and Youth Program. Each school has a guidance counselor and a home-school liaison who works with the district contact to ensure that a student's educational program is interrupted as little as possible when a homeless situation presents itself. The aforementioned staff members meet with the Regional Director several times during the year and are in contact, on an as needed basis, with several county and city relief organizations. This committee provides district resources (transportation, school supplies) to the affected youngster and further attempts to assist the child's family with other basic needs.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are encouraged to participate in discussions regarding how to improve instruction and to implement district initiatives through the principal's staff development meetings, Professional Learning Communities, grade-level meetings, committee meetings, district staff development days, staff development for new teachers, and teacher-directed professional development aligned to each teacher's Professional Development Plan (PDP). Assessment results are now available to the teachers through Performance Matters, which assists them in analyzing data, identifying students in need of extra assistance, identifying skills that need to be addressed, and to drive and differentiate instruction.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Efforts are made to provide a seamless transition for students between their Preschool experience and their Kindergarten program. Articulation sessions with preschool and Kindergarten teachers are planned with attention to professional development opportunities that may be necessary. Preschool "master teachers" will communicate regularly with the reading specialists of our school to maintain awareness of each program's needs and how they may be of assistance to each other. Preschool teachers will receive training to become familiar with the constructivist approach to teaching math being utilized in our Kindergarten to Grade 4 programs.

Parents are invited to a "Transition into Kindergarten" orientation session provided by the Early Childhood Supervisor and the Preschool Principals to introduce them to the Kindergarten curriculum, emphasize mandatory immunizations and physicals, and discuss the district's transportation and mandatory school uniform policies and procedures.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

Throughout the school year administration, supervisors, staff, and educational leaders meet to discuss issues and concerns related to the schools on a monthly basis. Data on test scores from standardized tests, and benchmark grade level assessments are discussed. Areas of focus are identified and the programs and initiatives related to these programs are reviewed for possible revision. District surveys have been distributed to staff to assess current initiatives. Feedback is used to plan for the following school year. New programs or initiatives are looked at to determine their possible implementation or improvement. Professional development for teachers is identified according to their needs. Teacher and parent input are obtained through meetings and surveys. Once we have analyzed all our data, through discussion and collaboration the priority problems are identified and programs are continued or dropped.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the achievement gap	Language Arts Literacy
Describe the priority problem using at least two data sources	At the J. J. Flynn School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.	At the J. J. Flynn School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.
Describe the root causes of the problem	At the J. J. Flynn School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the PARCC.	At the J. J. Flynn School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the PARCC.
Subgroups or populations addressed	All Students: General, SPED, LEP	All Students: General, SPED, LEP
Related content area missed	N.A.	N.A.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

<p>Name of scientifically research based intervention to address priority problems</p>	<p>Language Arts Program, Curriculum Alignment, Literacy and Math Framework, Benchmark Data Analysis, Phonemic Awareness, Sing, Spell, Read, and Write Program, Reading Specialists (General, Bilingual and Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Computer based program, Four Blocks of Literacy / Steps to Guided Reading, Literacy Box, 300 plus book Classroom Library: Leveled /Themed, surveys, data collection, data analysis, Rigby-Literacy by Design, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Collins Writing Program, Technology Integration, Paraprofessionals, Brain Based Learning Strategies, Parent Workshops, Quantum Learning Brain Based Strategies and Character Education Program * Keys of Excellence, Harcourt Science, Houghton Mifflin Go MATH, Investigations, Calendar Math, Math Box, Workstation in Mathematics, SMART Board initiative, First in Math Online Program, MYON Reader, Use of DRA/EDL</p>	<p>Language Arts Program, Curriculum Alignment, Literacy Framework, Benchmark Data Analysis, Phonemic Awareness, Sing, Spell, Read, and Write Program, Reading Specialists & Literacy Coach (General, Bilingual and Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Computer based program, Four Blocks of Literacy / Steps to Guided Reading, Literacy Box, 300 plus book Classroom Library: Leveled /Themed, surveys, data collection, data analysis, Rigby-Literacy by Design, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Collins Writing Program, Technology Integration, Paraprofessionals, Brain Based Learning Strategies, Parent Workshops, Quantum Learning's Brain Based Strategies and Character Education Program 8 Keys of Excellence, MYON Reader, Use of DRA/EDL</p>
<p>How does the intervention align with the Common Core State Standards?</p>	<p>Language Arts and Math curriculum are aligned to the Common Core Standards. Other subject areas, such as Science and Social Studies, are embedded in the Language Arts Curriculum. Themes have been developed to embed in the literacy instruction to target Social Studies and Science. Curriculum is aligned to target different student learning objectives aligned to the CCSS. Curriculum maps have been developed and Benchmark Grade-Level Assessments are also in place for literacy and math. These are used to plan for instruction. The K-4 PLCs will continue to engage in collaborative conversation in the pursuit to improve student learning. Teams will research, plan, and</p>	<p>Language Arts and Math curriculum are aligned to the Common Core Standards. Other subject areas, such as Science and Social Studies, are embedded in the Language Arts Curriculum. Themes have been developed to embed in the literacy instruction to target Social Studies and Science. Curriculum is aligned to target different student learning objectives aligned to the CCSS. Curriculum maps have been developed and Benchmark Grade-Level Assessments are also in place for literacy and math. These are used to plan for instruction. The K-4 PLCs will continue to engage in collaborative conversation in the pursuit to improve student learning. Teams will research, plan, and</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	<p>evaluate to ensure development of instructional units that effectively address all standards. Harcourt and Houghton-Mifflin series have been selected for instruction because they were approved by the state and written in alignment to CCSS. The district's focus is on increasing reading proficiency, including content area vocabulary, reading comprehension and writing across content areas. ELL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.</p>	<p>evaluate to ensure development of instructional units that effectively address all standards. Harcourt and Houghton-Mifflin series have been selected for instruction because they were approved by the state and written in alignment to CCSS. The district's focus is on increasing reading proficiency, including content area vocabulary, reading comprehension and writing across content areas. ELL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.</p>
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SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Mathematics	Parent/Community Involvement
Describe the priority problem using at least two data sources	At the J. J. Flynn School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.	At the J. J. Flynn School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.
Describe the root causes of the problem	At the J. J. Flynn School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the PARCC	At the J. J. Flynn School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the PARCC.
Subgroups or populations addressed	All Students: General, SPED, LEP	All Students: General, SPED, LEP
Related content area missed	NA	NA

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Name of scientifically research based intervention to address priority problems	GO MATH aligned to the CCSS, curriculum guides aligned to new CCSS for grades K-4, Benchmark Assessments aligned to the CCSS, Math Box, surveys, data collection, data analysis, Workstation in Mathematics, Flexible, small groups at instructional levels, Differentiated Instruction, SMART Board initiative, First in Math Online Program, Supplemental Materials Houghton Mifflin/Expressions/Investigations	Programs to Assist Students Academically: Family Literacy, Family Math, Family Science, Career Day, Language Assistance for Parents: Translator, Workshops: Informational Parent Breakfast, Family Literacy, Family Math, Family Science, Parent Room with resources & computers, Parent-Teacher Conferences: Fall and Spring Conferences, Communications: Channel 34, School Newsletter, District / School Website, Report Cards, PTO: Monthly PTO meetings, Executive PTO meeting with the Superintendent, Perception Surveys: Uniform Surveys, Parent Participation Surveys after activities
How does the intervention align with the Common Core State Standards?	The curriculum and materials are all aligned to the Common Core State Standards. For grades K-4 curriculum maps have been developed to align to the Common Core. Benchmark Grade-Level Assessments are also in place for math and are used to plan for instruction. The K-4 PLCs will continue to research and formulate ideas, formats, and resources in collaboration with the Administration and staff to ensure development of instructional units that effectively address all CCSS. Harcourt Houghton-Mifflin series have been selected for instruction because they were approved by the state and written in alignment to the CCSS. The focus is for students to master the required fluency expectations throughout all grade levels and integrate other subject areas to increase academic/content vocabulary.	Involving parents and families in school activities is essential to bridging the gap between the home and school. Parents are able to reinforce what is being taught at school in the home. Research shows that increasing parental involvement leads to improved student learning and achievement. Family Math and Literacy Nights are aligned to the Common Core Standards to keep our parents and families abreast of the new standards and learning objectives. On-going communication between the teacher and parents are also centered on student performance in alignment with the Common Core State Standards. Tips and strategies provided for our parents in helping their child/children at home are offered at many of our family events to help students achieve mastery with the Common Core State Standards.

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . “

2015-2016 Interventions to Address Student Achievement

**Use an asterisk to denote new programs.*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Literacy Instruction & Best Practices, MyOn Reader	District Administrators, School Administrators, and Certified Staff	PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, MYON Reader Data Reports, DRA2/EDL Results	Morrow, L. <i>Literacy Development in the Early Years: Helping Children Read and Write (7th Edition)</i> , 2011. Morrow, L. <i>Organizing and Managing the Language Arts Block</i> , 2003.
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*K-2 Literacy Initiative, MyOn Reader			Fountas, I. & Pinnell, G. <i>The Continuum of Literacy Learning, Grades Pre K-2</i> . 2010.
ELA	Students with Disabilities Homeless Migrant ELLs	Increase Phonemic Awareness, MyOn Reader	District Administrators, School Administrators,		Lockhart, C.F, <i>Discovering Intensive Phonics For Yourself</i> , 1993.

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
	Economically Disadvantaged		and Certified Staff		
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Differentiated Instruction/Enrichment & Intervention Activities, G&T Consultant, First In Math	School Administrators, Certified Staff K-2	PARCC, Benchmark Grade Level Assessments, Classroom Assessments, Unit tests, STAR Reading, Portfolios, Guided Reading Groups, Evidence in Lesson Plans, Reading Placement Test, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	Tomlinson & Allan. <i>Leadership for Differentiating Schools and Classrooms</i> , 2002. Diller, D. <i>Math Work Stations, Independent Learning You Can Count On</i> . 2011
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Professional Learning Communities, G&T Consultant, First In Math	School Administrators, Certified Staff	Multiple sources of Student Data, Evidence of student interventions and enrichments, PLC Minutes and Sign-In Sheets, Curriculum Mapping, Common Assessments, increased academic gains in all subject areas, Questionnaires and Surveys	DuFour & Eaker. <i>Professional Learning Communities at Work</i> , 1998. DuFour, R., DuFour, R., Eaker, R., Many, T. <i>Learning by Doing: A Handbook for Professional Learning Communities</i> , 2010.
	Students with	Benchmark Assessments/	Certified Staff		Ainsworth & Viegut. <i>Common Formative</i>

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA & Math	Disabilities Homeless Migrant ELLs Economically Disadvantaged	DRA/EDL/ Data Analysis		Multiple sources of student data, Data reports from Performance Matters indicating levels of proficiency, Item Analysis Reports, PLC Minutes	<i>Assessments: How to Connect Standards-Based Instruction and Assessment, 2006.</i> Herman & Baker. <i>Making Benchmark Testing Work.</i> Educational Leadership, Vol. 63, November 2005.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Use of Daily Formative Assessments	School Administrators, Certified Staff	PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing	Moss,C. & Brookhart.S. <i>Advancing Formative Assessment in Every Classroom, 2009.</i> Shepard. <i>Linking Formative Assessment to Scaffolding.</i> Educational Leadership, 2/05 pp. 81 – 83.
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	First In Math	Certified Staff		Morrow, L. <i>Organizing and Managing the Language Arts Block, 2003.</i> Cunningham, Hall, & Sigmon. <i>The Teacher's Guide to the Four Blocks, 1999.</i>

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	* Language Arts Program Adoption	District Administrators, School Administrators, and Certified Staff	Conference Logs, Movement Flexible Reading Groups, Lesson Plans	
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Math Initiative Gr. 3 & 4	District Administrators, School Administrators, and Certified Staff	PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR MATH Assessment, Portfolios, Level of Materials Implementation, Level of Technology Integration, Variety of student tasks, Lesson Plans	

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Literacy Workstations/ Centers	School Administrators, Certified Staff	PARCC, Benchmark Grade Level Assessments , Classroom Assessments, Unit tests, STAR Reading, Portfolios, Guided Reading Groups, Evidence in Lesson Plans, Reading Placement Test, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	Zemelman, Daniels & Hyde. <i>Best Practice: New Standards for Teaching and Learning in America's Schools</i> , 1998. Morrow, L. <i>Literacy Development in the Early Years: Helping Children Read and Write (7th Edition)</i> , 2011. Morrow, L. <i>The Literacy Center</i> , 2002.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Instructional Rounds/Peer Visitations	School Administrators, Certified Staff		City, Dr. E.A. <i>Instructional Rounds In Education: A Network Approach to Improve Teaching and Learning</i> , 2009
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically	MYON Reader, Online Digital Library	School Administrators, Certified Staff	DRA/EDL Results, MYON Reader Data Reports, Student Lexile Reading Levels, Book Usage Reports, PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading	Mesmer, H. <i>Tools for Matching Readers to Text: Research Based Practices</i> , 2002.

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
	Disadvantaged			Assessment, Running Records, Program Usage Data, Level of Implementation, Level of Technology Integration	
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Technology- Student One-to-One Device/Chromebooks	District Administrators, School Administrators, Certified Staff	PARCC, MYON Reader Data Reports, DRA/EDL Results, Student Lexile Reading Levels, Book Usage Reports, PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Running Records, Program Usage Data, Level of Implementation, Level of Technology Integration	Mesmer, H. <i>Tools for Matching Readers to Text: Research Based Practices</i> , 2002. Hall, S.L., & Moats, L.C. <i>Straight Talk About Reading: How Parents Can Make A Difference in the Early Years</i> , 1999. Newman & Pressley, <i>Best Practices in Literacy Instruction</i> , 1999. NMSA. <i>Technology and Student Learning</i> , 2007
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Math Work Stations	School Administrators, Certified Staff	PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR MATH Assessment, Portfolios, Level of Materials Implementation, Level of Technology Integration, , Variety of student tasks, Lesson Plans	Diller, D. <i>Math Work Stations: Independent Learning You Can Count On</i> , 2010. Koca, S. Portfolio Assessment in Mathematics Education.

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					ERIC Digest, 1998.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Technology Integration –Bright Links System, Smartboard, iPads, iTouches, Mac Books	School Administrators, Supervisors, Staff	PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans	<p>Pitler, Hubbell, Kuhn, Malenoski. <i>Using Technology with Classroom Instruction that Works</i>, 2007</p> <p>Gambrell, Morrow, November. <i>Empowering Students with Technology</i>.2001.</p> <p>Newman & Pressley, <i>Best Practices in Literacy Instruction</i>, 1999. NMSA. <i>Technology and Student Learning</i>, 2007</p>
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Guided Reading Groups, Flexible Grouping	School Administrators, Certified Staff		<p>Fountas & Pinnel. <i>Guided Reading: Good First Teaching for Children</i>, 1996.</p> <p>Optiz, M. <i>Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers</i>, 1998.</p> <p>Morrow, L. <i>Organizing and Managing the Language</i></p>

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
			Administrators, Certified Staff		<i>Arts Block</i> , 2003.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Bloom's Taxonomy/Use of Higher Order Thinking Skills			Brookhart, S. <i>How to Assess Higher Order Thinking Skills in Your Classroom</i> , 2010.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Loti Digital Age Best Practices/Walk-Through Tool	District & School Administrators	Teacher Evaluations, Summative Rating, Loti Levels from Data Reports, PARCC, Benchmark Assessments, STAR Assessments, DRA/EDL Results	Stout, J., Kachur, D. & Edwards, C. <i>Classroom Walkthroughs to Improve Teaching & Learning</i> , 2009.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Increase use of informational text/Close Reads	School Administrators, Supervisors, Certified Staff	PARCC, Benchmark Grade Level Assessments, Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student	<i>Total Literacy Techniques: Tools to Help Students Analyze Literature and Informational Texts</i> by Pérsida Himmele and William Himmele, with Keely Potter (July 2014).
ELA & Math	Students with Disabilities Homeless Migrant	Increase student engagement			Danielson, C. <i>Implementing the Framework for Teaching in Enhancing Professional Practice</i> , 2009.

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
	ELLs Economically Disadvantaged			tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans	Walsh, J. & Sattes, B. <i>Thinking Through Quality Questioning: Deepening Student Engagement</i> , 2011.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Leveled Readers/Book Room- Non Fiction Text	Certified Staff	PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Assessment, DRA/EDL Results, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans	Main St. Academix, <i>Study on the use of Benchmark Education Programs</i> , 2005. Newmann, Allensworth, Bryk. <i>School Instructional Program Coherence Benefits and challenges</i> , 2001.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Bridge Program/Reduced Size Classrooms	School Administrators, Certified Staff		
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically	Reading Specialists (General, Bilingual and Special Education): Model Lessons	District Administrators, School Administrators, , and Certified	PARCC, Benchmark Level Assessments Unit tests, Classroom Assessments, DRA/EDL, Word Analysis Inventory, Writing Assessments, Running Records, Program Usage Data, Level of Materials Implementation, Level of	Costa & Garmston. <i>Cognitive Coaching: A Foundation for Renaissance Schools</i> , 2002. Quatroche, Bean & Hamilton. <i>The Reading</i>

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
	Disadvantaged		Staff	Technology Integration, Teacher Observation/ Anecdotal Records, Evidence of Workstations	<i>Teacher, V. 51, p. 562 – 570.</i>
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Parent Workshops		Attendance Sheets, Evaluations, Parent Surveys, Report Cards, NJASK 3 & 4, Classroom Assessments, Common Assessments, Parent Communication Logs	Epstein, J. L. <i>School, family, and community partnerships: Preparing educators and improving schools.</i> 2001 Cotton, Wikeland. <i>Parent Involvement in Education.</i> , 2001.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

Content Area Focus	Target Populations	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Tutoring Embedded During the School Day	School Administrators, Teachers	Attendance Sheets, Tutoring Logs, Pre-Post Assessments, STAR Reading Assessment, Lexile Level, MYON Data Reports, PARCC, Benchmark Assessments, Unit Assessments, Classroom Formative and Summative Assessments, Conference Logs, Anecdotal Records, Teacher Observation	Gordon, E. <i>The Tutoring Revolution: Applying Research for Best Practices, Policy Implications, and Student Achievement</i> . 2006 Diller, D. <i>Making the Most of Small Group Instruction: Differentiation for All</i> . 2007
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Summer Reading Program K-2	District Administrators, School Administrators, Certified Staff	Attendance Sheets, Pre & Post Assessments, DRA/EDL Levels, MyON Data Reports, Anecdotal Records, Teacher Observation	
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Summer Math Program 3-4	District Administrators, School Administrators, Certified Staff	Attendance Sheets, Pre & Post Assessments, First in Math Data Reports, Anecdotal Records, Teacher Observation	

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Populations	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Before and After School Programs	School Administrators, Certified Staff	Attendance Sheets, Logs, Pre & Post Assessments, Teacher Observation, Anecdotal Records, STAR Assessments, DRA/EDL, Benchmark Assessments	

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Professional Development to Address Student Achievement and Priority Problems

Content Area Focus	Target Populations	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Framework for Effective Teaching-Charlotte Danielson Model	Administrators, Certified Staff	Teacher Evaluations, Summative Rankings, Data from Walk-Throughs, Instructional Rounds	Danielson, C. <i>Enhancing Professional Practice: A Framework for Teaching</i> , 2007.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Mentoring Workshop	District Administrators, School Administrators, and Certified Staff	Meeting Logs, Evaluations, Mentor Checklist, Surveys, Lesson Plans, Instruction and Non – Instructional Records	Huling, L., Resta, V. <i>Teacher Mentoring as Professional Development</i> . ERIC Clearinghouse on Teaching and Teacher Education Washington, DC, 2001.
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Curriculum Alignment & New Language Art Series	District Administrators, School Administrators, and Certified Staff	PARCC, Benchmark Assessments, Unit tests, Classroom Assessments, DRA/EDL, Word Analysis Inventory, Writing Assessments, Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/ Anecdotal Records, Evidence of Workstations, STAR Assessment	
ELA & Math	Students with Disabilities Homeless Migrant	Data Analysis/ Performance Matters	District Administrators, School Administrators, and Certified Staff		

SCHOOLWIDE COMPONENT: Reform Strategies

	ELLs Economically Disadvantaged				
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SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Professional Development to Address Priority Problems

Content Area Focus	Target Populations	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Math Stations/Student Centered Math Activities	School Administrators, and Certified Staff	PARCC, Benchmark Grade Level Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading & Math Assessment, MYON Data Reports, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans, Evaluations, Surveys	B Van de Walle. <i>Teaching Student-Centered Mathematics</i> , 2006 Brooks & Brooks. <i>In Search of Understanding: The Case for Constructivist Classrooms</i> . ASCD, 1993.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Professional Learning Communities	School Administrators, Certified Staff		DuFour& Eaker. <i>Professional Learning Communities at Work</i> , 1998. DuFour, R., DuFour, R., Eaker, R., Many, T. <i>Learning by Doing: A Handbook for Professional Learning Communities</i> , 2010.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Higher Order Thinking/Questioning Strategies	Administrators, Certified Staff, Reading Specialist	PARCC, Benchmark Assessments ,Formative and Summative Classroom Assessments, Unit tests, STAR Reading Assessment, MYON Data Reports, Portfolios, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records,	Morrow, L. <i>Literacy Development in the Early Years: Helping Children Read and Write (7th Edition)</i> , 2011. Morrow, L. <i>The Literacy Center</i> , 2002

SCHOOLWIDE COMPONENT: Reform Strategies

				Evidence of Workstations and learning centers, Variety of student tasks, Reading and Writing Conference Logs, Movement Flexible Reading Groups, Lesson Plans	
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SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Professional Development to Address Priority Problems

Content Area Focus	Target Populations	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Writer's Workshop	Administrators, Certified Staff, Reading Specialists	PARCC, Benchmark Level Assessments, Formative and Summative Classroom Assessments, Unit tests, Writing Samples, Holistic Writing Scores, Writing Portfolio, Conference Logs, Lesson Plans	Harwayne, S. Writing Through Childhood: Rethinking Process and Product.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Use of Daily Formative Assessments	School Administrators, Certified Staff	PARCC, Benchmark Level Assessments, STAR Assessments, Reading Formative and Summative Classroom Assessments, Unit tests, Writing Samples, Holistic Writing Scores, Writing Portfolio, Conference Logs, Lesson Plans, Flexible Grouping, Exit Slips, Quick Checks,	Moss, C. & Brookhart, S. <i>Advancing Formative Assessment in Every Classroom</i> , 2009. Shepard. <i>Linking Formative Assessment to Scaffolding</i> . Educational Leadership, 2/05 pp. 81 – 83.
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	*Google Docs/Google Classroom, Google Applications	District Administrators (Supervisor of Technology). School Administrators, Certified Staff, Technology Education	PARCC, Benchmark Grade Level Assessments, Formative and Summative Classroom Assessments, Levels of Technology Integration, Technology Usage, Lesson Plans, Teacher Evaluations	Pahomov, L. <i>Authentic Learning in the Digital Age</i> , 2014.
ELA & Math	Students with Disabilities	Peer Visitations	Administrators, Certified Staff		City, Dr. E.A. <i>Instructional Rounds In Education: A Network Approach to</i>

SCHOOLWIDE COMPONENT: Reform Strategies

	Homeless Migrant ELLs Economically Disadvantaged				<i>Improve Teaching and Learning, 2009</i>
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SCHOOLWIDE COMPONENT: Reform Strategies

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of School wide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the school wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?

School administration will take the lead on evaluating the school-wide program along with input from key stakeholders; both internal and external (parent representation) including the School Improvement Panel. To be able to evaluate the program, it will be necessary to have all stakeholders conduct a review and provide feedback.

2. What barriers or challenges does the school anticipate during the implementation process?

Some of the barriers or challenges that the school anticipates during the implementation process are as follows:

- Time to conduct professional development and training
- Funding for additional resources and training
- Accessibility to resources in a timely manner
- Staff resistance and buy-in on school initiatives

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

In order to obtain the necessary buy-in from all stakeholders to implement the school-wide program, school administration will provide on-going communication to all staff to keep them constantly informed and abreast of school initiatives. Furthermore, continuous support and professional development will be provided to all stakeholders to ease their anticipation of implementing any new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

To gauge the perceptions of the staff, the school will continue to use surveys and evaluation forms to give staff the opportunity to provide feedback, express concerns on the effectiveness of programs, and to assess their needs.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

To gauge the perceptions of the community, the school will attain feedback through surveys and parent meetings throughout the school year.

6. How will the school structure interventions?

Interventions will be implemented based on data and teacher input. The data will inform the school of which students are in need of urgent intervention and interventions will be put into place accordingly.

7. How frequently will students receive instructional interventions?

Students receive intervention daily within their regular classroom. Teachers provide small-group instruction as an intervention throughout the school day in all content areas. Additional interventions such as tutoring will be provided as well to a targeted group of students between 3-5 times a week depending on students' schedules and tutoring availability.

8. What resources/ technologies will the school use to support the school-wide program?

The school has an abundance of resources to support the school-wide program. STAR Reading and Math Assessment and the use of Performance Matters will provide the school with immediate data to be able to evaluate the school-wide program and implement interventions. In addition, there are quarterly benchmark assessments that measure a student's mastery of skills taught during that marking period. The data will show who has mastered those skills and will be used to drive future instruction. The framework for literacy which tiers instruction and the bookroom will support our program as well. Chromebooks, iPads, iTouches, and Interactive Projectors are the technologies used to support the school-wide program.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

PARCC, Renaissance Learning: STAR Reading and Math Assessment, Benchmark Assessments, DRA2/EDL Results, and the use of Performance Matters will provide the school with immediate data to be able to evaluate the effectiveness of the school-wide program and implement interventions.

SCHOOLWIDE COMPONENT: Reform Strategies

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The way the school will disseminate the results of the school-wide program evaluation to all stakeholders is through the use of newsletters, the school website, parent conferences, parent meetings, and any other correspondence. All means of communication will be available in both English and Spanish.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the school wide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Parent Compact	School administration, Teachers, Parents, Students	Percentage of Parent Compact Signed & Returned	Cunningham, Hall, & Sigmon. The Teacher's Guide to the Four Blocks, 1999. Fountas & Pinnell. Guided Reading: Good First Teaching for Children, 1996. Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009. Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002.
Math	Students with	Family Math	School administration, Teachers, Staff, Home	Parent Surveys, Questionnaires,	Cunningham, Hall, & Sigmon. The Teacher's Guide to the

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

	Disabilities Homeless Migrant ELLs Economically Disadvantaged		School Liaison	Evaluation Sheets, and Sign	Four Blocks, 1999. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009. Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002.
	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Family Fitness	School administration, Teachers, Staff, Home School Liaison	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	Cunningham, Hall, & Sigmon. The Teacher's Guide to the Four Blocks, 1999. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009. Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

					<p>Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002.</p>
Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA	<p>Students with Disabilities</p> <p>Homeless</p> <p>Migrant</p> <p>ELLs</p> <p>Economically Disadvantaged</p>	Family Literacy	School administration, Teachers, Staff, Home School Liaison	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	<p>Cunningham, Hall, & Sigmon. The Teacher's Guide to the Four Blocks, 1999.</p> <p>Fountas & Pinnell. Guided Reading: Good First Teaching for Children, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002.</p>
ELA & Math	Students with Disabilities	Career Day	School administration, Teachers, Guidance	Parent Surveys, Questionnaires,	Cunningham, Hall, & Sigmon. The Teacher's Guide to the

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

	Homeless Migrant ELLs Economically Disadvantaged		Counselor, Staff, Home School Liaison	Evaluation Sheets, and Sign-In Sheets	<p>Four Blocks, 1999.</p> <p>Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002.</p>
ELA & Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Language Assistance for Parents: Translator	School administration, Teachers, Staff, Home School Liaison	Parent Surveys, Evaluation Sheets, and Sign-In Sheets	<p>Cunningham, Hall, & Sigmon. The Teacher's Guide to the Four Blocks, 1999.</p> <p>Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

					<p>Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002.</p>
ELA & Math	<p>Students with Disabilities</p> <p>Homeless</p> <p>Migrant</p> <p>ELLs</p> <p>Economically Disadvantaged</p>	Parent Information Nights	<p>School administration, Teachers, Staff, Home School Liaison, Counselor, Social Worker, Nurse, Reading Specialists</p>	Parent Surveys, Questionnaires, Evaluation Sheets, and Sign-In Sheets	<p>Cunningham, Hall, & Sigmon. The Teacher's Guide to the Four Blocks, 1999.</p> <p>Fountas & Pinnell. Guided Reading: Good First Teaching for Children, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009.</p> <p>Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002.</p>

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Our comprehensive parent involvement plan and design includes opportunities for parents and families to participate in standards-based programs. Parenting skills development and enhancement workshops, seminars and sessions are provided by trained parenting skills facilitators to address parent and family needs in that area, with an emphasis on family and child social-emotional growth and development as well as ways to enhance and support academic achievement. The school's social worker, guidance counselor and home-school liaison provide these activities, and often collaborate with agencies and support services in the community for these presentations and family outreach.

The Crisis Counselor ensures that parents play an active role in meeting their child's psychological, social, ethical, and educational needs and to facilitate participation in school activities, organizations, committees and school functions. The Crisis Counselor works closely with students providing individual and group counseling. The Crisis Counselor works in conjunction with staff members to provide needy students and their families with specific aids to their needs.

The School has one counselor who provides services to our students and their families. The counselor works to promote healthy growth in students through academic, personal, and social development. The counselor works with the principal, teachers, nurses, social worker, and community agencies to assess student needs and develop a plan of action to help individual students.

The home-school liaison collaborates with the PTO, Parents, Community, and staff to provide workshops for the parents. The home-school liaison encourages the parents to become active members of the school community.

Parents are encouraged to attend monthly family nights which provide the parents the opportunity to come to school and do a fun activity with their children. Some of these activities are **Family Literacy Nights**, in which parents work with their children on literacy activities that they can bring into the home, **Family Math Nights**, in which parents and their children engage in math activities that they can bring into the home, and **Family Fitness Nights**, in which parents have the opportunity to work out and exercise with their children.

Parents are also encouraged to attend special yearly events such as Parent-Teacher Conferences, Career Day, American Education Week Visits, Curriculum Fair, and other school programs. To increase the students' academic achievement, we offer our parents monthly workshops both during the day and in the evening on strategies that they use at home to help their children. One of these strategies includes information on testing skills and strategies that the parents can use at home to help their children on the state and district assessments. Some of the other topics discussed are discipline at home, home management skills, bullying, and community services. These workshops help connect our parental involvement with the priority problems we have identified.

The James J. Flynn School has two school nurses who play a vital role in assisting our families by finding organizations that meet their health care needs. The nurses assess the physical needs of the students through various screening programs such as vision, hearing, scoliosis, height, weight and dental. The nurses also promote good health awareness through various programs such as parent education, nutrition and summer safety activities. One particular program that has been instituted as a response to the national crisis concerning children and obesity is the Kid Fit Program. Kid Fit is a program that helps our students make the connection between physical activity and weight management. The staff also

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

offers guidance on the selection of healthier foods. In addition, parents are working with the staff to improve the nutritional value of the school lunches.

Communication between the home and school is of utmost importance. Communication with the home is maintained through the use of a school correspondence, district and school websites, emails, Channel 34, and the School Messenger System/Parent Portal of Infinite Campus. All out-going communication is distributed and announced in both English and Spanish. Report cards, test scores and other important information are distributed in both languages when possible. Parents are also kept abreast of the students' academic performances at parent/teacher conferences. It is important to provide parents with information on the child's strengths and weaknesses and to encourage their assistance in providing their children support at home.

2. How will the school engage parents in the development of the written parent involvement policy?

The way in which the James J. Flynn School will engage parents in the development of the written parent involvement policy is through our school leadership meetings, PTO meetings, parent surveys and questionnaires, and through the involvement of our home-school liaison.

3. How will the school distribute its written parent involvement policy?

The James J. Flynn School will ensure that all stakeholders receive the written parent involvement policy. The James J. Flynn School will distribute the written parent involvement policy with the welcoming packet that students receive in September and on conference nights. Hard copies will also be sent home with all students as well as being posted on the school website. The parent policies will be posted in the school on the PTO Bulletin Board and will be available in our Parent Room.

4. How will the school engage parents in the development of the school-parent compact?

The way the James J. Flynn School will engage parents in the development of the school-parent compact will be through our school leadership meetings, PTO meetings, parent surveys and questionnaires, and through the involvement of our home-school liaison.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents receive the school-parent compact on the evening of our Back-to-School Night/Conference Night. The compact is also distributed in the Welcoming Packet. The parent compact is distributed and reviewed with the parents. Parents take home the packet to review the agreement with their child where both the parent and the child sign the agreement. The school-parent compact is also available on our school website for

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

access. Parents, teachers, and students all receive a copy of the compact once it has been signed by all the stakeholders. The home-school liaison ascertains that all parents have received and signed the agreement to the compact.

6. How will the school report its student achievement data to families and the community?

James J. Flynn reports its student achievement data to the families and communities in a variety of methods:

- Notices sent home
- District and school website
- School Messenger System
- Infinite Campus- Parent Portal
- NJDOE website
- Local newspaper
- Parent meetings
- Letters/Score reports sent home
- Dialogues and discussions at Back to School Night and Parent Teacher Conferences
- PTO meetings
- Board of Education meetings
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7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

When the New Jersey Department of Education sends an official notification of the district's status in meeting the Annual Measurable Achievement Objectives (AMAOs) for Title III, we comply with the requirement to inform parents by writing a letter, signed by the Superintendent of Schools, to all parents of student enrolled in the Bilingual/ESL Program.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The James J. Flynn School informs the families and community of the school's disaggregated assessment results through a variety of methods:

- District "Out Call" system
- Infinite Campus-Student Information System
- Notices sent home

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

- District and school website
- School Messenger System
- NJDOE website
- Local newspaper
- School quarterly newsletter with topics such as how to help with homework.
- Parent meetings
- Letters/Score reports sent home
- Parent Conferences
- Report Cards
- Calendars
- New Jersey State Report Card

9. How will the school involve families and the community in the development of the Title I School wide Plan?

Parents, that are part of the School Leadership/Principal's cabinet, review and discuss the plan. The plan is also shared at a PTO meeting with parents upon its completion. The home-school liaison also facilitates the involvement of families and parents in the development of the plan.

10. How will the school inform families about the academic achievement of their child/children?

Parents are informed of their child's academic achievement through the following methods:

- Standardized Scores reports provided by the scoring company are sent home.
- Parent / Teacher Conferences
- Frequent Communication between teacher and parent
- Progress Reports and Report Cards
- Infinite Campus- Parent Portal
- Tests are sent home to parents by teachers for parent signatures.
- Student Planners
- Logs

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- Parent Room
- Parent Resources/Material
- Conference Nights
- Technology nights for parents
- Family Activity Nights
- Family Math Nights
- Family Literacy Nights
- Career Day
- Several parent workshop/information nights (Day and Evening)

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	70	As the job market becomes more competitive for specialized teachers, lengthy discussions are being conducted as part of contract negotiations on strategies to improve teacher retention. We have integrated full tuition reimbursement for content area Master's Degrees and included salary incentives for content specific courses and degrees.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	18	As the job market becomes more competitive, lengthy discussions are being conducted as part of contract negotiations on strategies to improve retention of paraprofessionals. We offer undergraduate tuition reimbursement and included salary incentives for ParaPro test, credits and degrees held.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	
	0	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The Perth Amboy District currently employs a full time Human Relations Director for the purpose of recruiting and retaining high-quality teachers. Some of the strategies used to attract highly qualified staff are: A formal recruiting program that includes on-campus college recruiting, college partnerships (i.e. Transition to Teaching, Pathways to Teaching), Internet recruiting (i.e. www.NJHIRE.com , which is run by the NJDOE, www.NJSCHOOLSJOBS.com , the district website www.paps.net and the use of local cable access PATV Station #34), and more traditional media such as brochures, and newspapers.	Superintendent, Central Office Administrators, & Manager of Human Resources